



ENGLISH LANGUAGE

Bridging Work

A significant focus in English Language is on analysing a broad range of different texts. A text analysis is your interpretation of its meanings. The language features in the text act as a form of evidence for your reading, so the more examples you can give, the better.

One aspect of text analysis is representation – how something appears to be rather than how it really is.

We have put together a selection of different text types and we would like you to analyse each one (guidance below) and answer the following question:

- **What meanings and representations are created by the language choices?**

Language Levels

In order to study language we need to separate it into different parts. Together, they can be used to look at a text at a holistic level, as well as being able to zoom in on specific aspects of language and explore the meanings and representations it offers.

Language Level	
Phonetics, phonology and prosodics	How speech sounds and effects are articulated and analysed.
Lexis and semantics	The vocabulary of English, including social and historical variation.
Grammar	The structural patterns and shapes of English at sentence, clause, phrase, and word level.
Pragmatics	The contextual aspects of language use.
Discourse	Extended stretches of communication occurring in different genres, modes and contexts.
Graphology	The visual aspects of textual design and appearance.

In order to complete your analysis of each text, we have highlighted the different aspects of the text you may wish to explore.

Tasks:

1. Identify the purpose (what is it trying to achieve), audience (who is it aimed at) and form (type of text) for each text.
2. Annotate each text:
 - a. identify any interesting vocabulary – think about the connotation of the words;
 - b. identify any interesting grammatical choices – use of single word sentences, lack of punctuation or capital letters etc.
 - c. what is the context of the text: why has it been produced?
 - d. Interesting aspects of design and how they impact on meaning: colours, fonts etc.
3. Write a short response to the following question, supporting your analysis with evidence from the text. ***You need to do this for each of the three texts provided.***

What meanings and representations are created by the language choices?

Text A: Council notice on wall of a public toilet in a bus station

Irresponsible dog owners aren't picking up the poop.

**We're keeping an eye
and expect them to
clean up their act.**

**If you spot someone who's not
scooping the poop, drop them in it.**

Report dog fouling on 01395 516551,
dogfouling@eastdevon.gov.uk, or at
www.eastdevon.gov.uk/dogfouling.



**£80 fine or up to £1,000 at court.
No excuses. Pick it up.**



Text B:

Shower gel for women

This text appeared on the side of a bottle of Anatomicals rose and jasmine body cleanser shower gel aimed at women.



look at that, the blooming man in your life has left the toilet seat up again. and he's blooming well dropped his dirty towels on the floor. wouldn't you know it, he's also squeezed the blooming toothpaste from the top again. oh, and aren't those his blooming pants behind the door? why can't he just put them in the blooming laundry basket? never mind, at least you can enjoy a shower with this floral body cleanser. heavens, he's only gone and blooming used it all to wash himself.
we only want you for your body

Text C:

This note was found in a shared kitchen space in a large company. It was attached to a cupboard door where employees keep their personal mugs for hot drinks.

PLEASE READ!!!

If you are the person who keeps stealing my mug (you know, the bright blue one with lots of colourful dogs on the side), please would you

STOP it!!

Or, at least have the decency to wash it up and bring it back!!

Please be warned that I am **very scary** and **very fed up** – so if I find out who you are, you're in big, big trouble.....

